

**Texas Education Agency
Standard Application System (SAS)**

2017–2018 Perkins Reserve Grant

Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY 2017 OCT 25 PM 2:27 DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION </div>
Grant Period:	November 13, 2017, to August 31, 2018	
Application deadline:	5:00 p.m. Central Time, September 26, 2017	
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #		Amendment #
Angleton ISD	020902		
Vendor ID #	ESC Region #		
1746000043	Region IV		
Mailing address		City	State ZIP Code
1900 North Downing		Angleton	TX 77515-3799

Primary Contact

First name	M.I.	Last name	Title
Roy		Gardner	CTE Director
Telephone #	Email address		FAX #
979-864-8001 ext 7236	rgardner@angletonisd.net		979-848-9865

Secondary Contact

First name	M.I.	Last name	Title
Mark		Comneck	Assistant Superintendent
Telephone #	Email address		FAX #
979-864-8059	mcomneck@angletonisd.net		979-864-8070

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Roy		Gardner	CTE Director
Telephone #	Email address		FAX #
979-864-8001 ext. 7236	rgardner@angletonisd.net		979-848-9865
Signature (blue ink preferred)		Date signed	



10/19/2017

Only the legally responsible party may sign this application.

701-17-103-070

Schedule #1—General Information

County-district number or vendor ID: 020902

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)		<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 020902

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 020902

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #4—Request for Amendment

County-district number or vendor ID: 020902

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$0	\$0	\$0	\$0
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID:

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 020902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

- ☐ Focus Area 1: Pathway Hubs, Rural Schools
- ☒ Focus Area 2: Pathway Hubs, Career Center Partnerships
- ☐ Focus Area 3: CTE Career Cluster
- ☐ Focus Area 4: Testing Site/Licensed Instructor

Angleton ISD would like to request Perkins Reserve Grant funding for Focus Area 2: Pathway Hubs, Career Center Partnerships. Since 2015, when Angleton High School became a designated Texas STEM Academy, the district has worked to combine academic rigor and career and technical education to prepare students for upcoming needs in the workforce in the area of manufacturing. Knowing the great need for employees in the Gulf Coast Workforce Development Area over the next ten years and the job growth for welders, pipefitters, and other technical jobs in construction and manufacturing, the Angleton High School career pathways for students includes multiple certification offerings which lead to those career fields.

Our community sits in the heart of industry in Brazoria County. We are surrounded by companies, such as Dow Chemical, BASF, Ineos, Chem Fabrication, Freeport Metal Manufacturing. We have community partnerships with Dow Chemical through programs, such as You Be the Chemist, Society of Hispanic Professional Engineers, and FIRST Robotics Competition, and with BASF support for student participation in the BASF Science Academy, robotics education, and Career Day, which is a student onsite visit to learn about BASF technical and industry careers. The district collaborates with Brazosport College to provide dual credit and concurrent courses for students entering technical careers for industry certifications and/or associates degrees for welding, pipefitting, plumber, steamfitter, machinist, millwright, and computer technology, networking support specialist.

For students pursuing the manufacturing pathway, the welding teachers would like to purchase equipment, such as a plasma cutting system, the latest technology for programmable welding, and a welding positioner, which would be used to train students in pipe welding. The teachers would also attend professional development, which would allow them to certify student skills on campus.

The Principles of Manufacturing course would include opportunities for students to learn the basics of 3D modeling using modeling software and a 3D printer, apply mathematics and measurements for use with the wood lathe and router. Also, the fluxcore welding machines would be used to perfect the angles and positioning of the weld in the upper level welding courses, so the students will qualify for flux-core (FCAW), hel-arc (GTAW), and stick welding (SMAW) certifications. The Perkins Reserve grant will allow Angleton ISD to add new technology to the two welding labs and the principles of manufacturing course. It would provide professional development to certify the welding teachers for pipe welding, provide detailed instruction for the new equipment and allow students to be certified onsite, instead of leaving campus and missing out on instruction. This grant will provide learning experiences for students using the latest technology, increase the students' technical skills so they will gain more certifications on different types of welds, including pipe welding, to become more qualified to enter the workforce.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 020902

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Angleton High School plans to increase student exposure to welding technology and advanced welding equipment in all of the manufacturing courses. Students will be able to operate the new equipment to be used in work-based learning opportunities and manufacturing sites in the area.

Principles of Manufacturing course expanded to include:

- a 3D printer and 3D modeling software
- wood lathe
- Flux-core Welding Machines

The 3D printer and software will be used for the purpose of introducing modeling and math skills necessary for using a plasma cutter. The wood lathe will be used to apply math measurement skills which will be necessary for the millwright courses. The flux-core welding machines and the addition of new equipment will allow students to learn the basic manufacturing concepts and help the students determine whether they are interested in pursuing the welding courses or other manufacturing course offerings, such as millwright, or process tech.

Welding I:

The plasma cutting system will be added to the Welding I curriculum to teach students to create precision cuts using the plasma torch. The computer software supporting the system will be taught in the curriculum and practiced through project or problem based learning projects.

Welding 2:

The plasma cutting system skills will be advanced in Welding 2. Additionally, the pipe cutting system will be used to teach continuous beading necessary to add pipe welding certifications, in addition to the certifications already being earned. Flux-core welding machines will add the opportunity to gain high demand certifications for the welding two and practicum students.

Practicum:

Welding students will participate in learning experiences, such as job shadowing and hands-on experiences through local community businesses, such as Ramsower, Freeport Metal Manufacturing, and Chem Fabrication.

Through the learning experiences above, students will have the opportunity to earn 1G-G4 plate certifications and 1G, 2G, and 6G pipe welding certifications.

Additionally, teachers will participate in professional development sessions to know how to use the plasma cutting system.

Students will be able to continue to earn multiple certifications, and obtain an associates' degree at Brazosport College or other technical colleges.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 020902

Amendment # (for amendments only):

Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)

Grant period: November 13, 2017, to August 31, 2018

Fund code: 244

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$0	\$0	\$0	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$17,297.00	\$	\$	\$
Schedule #10	Other Operating Costs (6400)	6400	\$0	0	0	0
Schedule #11	Capital Outlay (6600)	6600	\$47,834.00	\$	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$65,131.00	\$0	\$65,131.00	\$13,026.00

Administrative Cost Calculation

Enter the total grant amount requested:	\$65131.00
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	\$3257.00
This is the maximum amount allowable for administrative costs, including indirect costs:	

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Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 020902			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional					
1					
2	Educational aide	0	0	\$0	\$0
3	Tutor	0	0	\$0	\$0
Program Management and Administration					
4	Project director	0	0	\$0	\$0
5	Project coordinator	0	0	\$0	\$0
6	Teacher facilitator	0	0	\$0	\$0
7	Teacher supervisor	0	0	\$0	\$0
8	Secretary/administrative assistant	0	0	\$0	\$0
9	Data entry clerk	0	0	\$0	\$0
10	Grant accountant/bookkeeper	0	0	\$0	\$0
11	Evaluator/evaluation specialist	0	0	\$0	\$0
Auxiliary					
12	Counselor	0	0	\$0	\$0
13	Social worker	0	0	\$0	\$0
14	Community liaison/parent coordinator	0	0	\$0	\$0
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15					
16					
17					
18					
19					
20					
Other Employee Positions					
21	Title			\$	\$
22	Title			\$	\$
23	Title			\$	\$
24	Subtotal employee costs:			\$0	\$0
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112	Substitute pay		\$	\$
26	6119	Professional staff extra-duty pay		\$	\$
27	6121	Support staff extra-duty pay		\$	\$
28	6140	Employee benefits		\$	\$
29	61XX	Tuition remission (IHEs only)		\$	\$
30	Subtotal substitute, extra-duty, benefits costs			\$0	\$0
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$0	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 020902		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Match
Rental or lease of buildings, space in buildings, or land			
Specify purpose:			
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$0
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1		\$	\$
2		\$	\$
3		\$	\$
4		\$	\$
5		\$	\$
6		\$	\$
7		\$	\$
8		\$	\$
9		\$	\$
10		\$	\$
11		\$	\$
12		\$	\$
13		\$	\$
14		\$	\$
b. Subtotal of professional and contracted services:		\$	\$
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$	\$
(Sum of lines a, b, and c) Grand total		\$	\$

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)			
County-District Number or Vendor ID: 020902		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$17297.00	\$3459.00
Grand total:		\$17297.00	\$3459.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 020902		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$0	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0	\$0
Subtotal other operating costs requiring specific approval:		\$0	\$0
	Remaining 6400—Other operating costs that do not require specific approval:	\$0	\$0
Grand total:		\$0	\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 020902			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX—Computing Devices, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19	510 5ftX10ft cutting system (PlasmaCam)	1	\$25784.00	\$25784.00	\$5157.00
20	Watts Process Machinery Pipe Cutting System	2	\$11025.00	\$22050.00	\$4410.00
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29				\$	\$
Grand total:				\$47834.00	\$9567.00

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 020902

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	93	47%	
Limited English proficient (LEP)	13	7%	
Attendance rate	NA	%	
Annual dropout rate (Gr 9-12)	NA	%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	1	50%	
6-10 Years Exp.		%	
11-20 Years Exp.	1	50%	
20+ Years Exp.		%	
No degree	1	50%	2 years field experience
Bachelor's Degree	1	50%	
Master's Degree		%	
Doctorate		%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	0	0	0	0	39	76	58	25	198

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	0	0	0	0	0	0	0	1	2	2	2	2 teachers (Gr. 9-12)

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By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID: 020902

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

More students have signed up for manufacturing classes this school year. At present, we have 198 students scheduled in manufacturing courses, compared to 150 who took the courses in the 2015-16 school year. Therefore, with more students signing up for welding, we began to explore ways to bring cutting edge technology and equipment into the classroom.

In the discussion with the CTE Advisory Committee, industry and higher education partners met to collaborate on ways to improve the CTE programs and make more meaningful applications in learning for students. In speaking to our industry partners and the community college, we heard that students needed certifications in stick welding-SMAW, flux welding-GTAW, and flux-core-FCAW welding in order to be considered for employment. Welding companies are using plasma cutting systems for precision cuts. The automation of cutting has allowed companies to make larger, longer accurate cuts. These cuts are programmed using specialized software. Currently, the welding classes at the high school do not have the capabilities to program and perform these precision cuts. Once adding the plasma cutting system, students will gain additional certifications for plasma cutting.

In addition to the plasma cutting system, the flux-core machines are used more and more in industry and the students will gain additional certifications once they master this skill set. This system is in high demand in a vast variety of industrial welding processes in today's and future market.

Finally, in speaking with industry partners, we were informed that many pipe welders are necessary in our community due to the new construction in the industrial plants surrounding our district. Pipe welders make a high salary, but need high quality skills to gain employment. The Process Machinery Pipe Cutting System is a tool that would help speed the student's ability to perfect pipe welding skills. This tool will help students gain additional high demand certifications in the field of pipe welding. The goal for students at Angleton High School is to leave with necessary skills for gainful employment and with a wide variety of certifications to engage in the workforce.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 020902

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Use the 3D modeling software to set the plasma cutting system and gain certifications for plasma cutting	Purchase latest plasma cutting system and associated software. Teachers will participate in professional development for this system. The curriculum will be adjusted to include the use of this system. Students will test for certifications.
2.	Use flux-core welding machines to gain new welding certifications that meet welding industry demands.	Purchase flux-core welding machine and use in all levels of welding courses. The curriculum will be adjusted to include the use of this system.
3.	Provide opportunity for students to earn pipe welding certifications.	Purchase pipe cutting system for students to practice straight beading around a pipe and earn new certifications. Lesson plans will reflect new learning.
4.	Provide opportunity for students to practice measurements and calibration skills using the following tools: 3D modeling software, 3D printer, wood lathe, and router.	Students will learn applied math and use of tools that will build a skill set for future welding courses, construction millwright, pipe fitting, and drafting.
5.	Create internship and practicum opportunities for students.	Students will tour local welding fabrication shops. Advanced welding and practicum students will job shadow and use skills on the job for internship opportunities.

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Schedule #14—Management Plan

County-district number or vendor ID: 020902

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Brazosport College	Provide opportunities for students to earn additional certifications and /or an associates degree. Participate in the Angleton High School Advisory Board to assist in advisement of the manufacturing program offerings and dual /concurrent course offerings.
2.	Lincoln Electric	Provide professional development and installation of the plasma cutting table
3.	ABC Contractors	Provide support and industry contacts for students to gain industry certifications
4.	Welding Teachers	Welding teachers will participate in professional development for the new tools, then integrate usage into the curriculum
5.	Chem Fabrication, RR Ramsower, Inc.	Provide learning tours and workplace learning experiences for students

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
		1. Place order for equipment	12/18/2017	1/10/2018
		2. Equipment Installation-plasma cutting system, Professional development for teachers	1/8/2018	1/31/2018
		3. Student introduction and training for new equipment	2/1/2018	2/16/2018
		4. Integrate tool usage into the curriculum	2/19/2018	Continued
		5. Student certification for plasma cutting system	5/2018	Continued
		1. Place order for equipment	12/18/2017	1/10/2018
		2. Equipment Installation-welding positioner	1/8/2018	1/31/2018
		3. Integration of tool into the curriculum	2/1/2018	Continued
		4. Students test for pipe welding certifications, 1G, 2G, 6G	5/1/2018	Continued
		5.		
		1. Place order for equipment-3D printer, lathe, router	12/18/2017	1/10/2018
		2. Equipment Installation	1/8/2018	1/31/2018
		3. Integrate tool usage into the Principles of Manufacturing course curriculum	2/1/2018	Continued
		4.		
		5.		
		1.		
		2.		
		3.		
		4.		
		5.		
		1.		
		2.		
		3.		
		4.		

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	5.	XX/XX/XXXX	XX/XX/XXXX
Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.			
Schedule #14—Management Plan (cont.)			
County-district number or vendor ID: 020902		Amendment # (for amendments only):	
<p>Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>The goals and objectives of this grant will be monitored by the CTE Advisory committee with updates and reports from the welding teachers. The CTE director will monitor objectives through the teacher's lesson plans and during T-TESS walkthroughs. Teachers will receive professional development for using the flux-core welding system and the plasma cutting system. In addition, CTE teachers will revise plans and review with the CTE Director. The teachers will be monitored to determine if students are learning the new skills with the new equipment and pass the new industry certifications. Students will receive safety training and instruction on the proper use of the tools and the curriculum will be changed to add opportunities for collaborative projects and real world experiences. Students will gain knowledge of the workplace by touring local welding fabrication shops and by hosting guest industry professionals in class. Advanced welding students will participate in practicum experiences at nearby manufacturing shops, such as Chem Fabrication.</p>			
<p>Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p>			

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Schedule #15—Project Evaluation

County-district number or vendor ID: 020902

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
		1.	Students grades and attendance improve
		2.	Students gain plasma cutting system certifications and practicum and/or internships, then employment in the local workforce
		3.	Teachers complete professional development and incorporate tool usage into lesson plans.
		1.	Students learn pipe welding techniques and use applied math
		2.	Students visit local fabrication shops
		3.	Students gain pipe welding certifications (G1,G2, G6) and district gains feedback about welding quality from Brazosport College and industry partners
		1.	Student enrollment increases in technology, welding, and engineering courses
		2.	Students learn how to use measurement and apply it to the router and wood lathe projects
		3.	Students learn to use 3-D modeling and print objects with the 3-D printer to prepare them for the modeling applications necessary for using the plasma cutting system
		1.	
		2.	
		3.	
		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 020902

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Communication with local industry partners became focused in 2015 when the Angleton ISD held a STEM Summit, which included staff members, local workforce experts, industry representatives, community college members and leaders of the Texas Southeast Regional STEM Center. The Gulf Coast Workforce Board has targeted welding as a high growth, high wage job. Due to the location of Angleton ISD and its proximity to many manufacturing and industrial facilities, welding became a focus for job training for the students of Angleton High School. Brazosport College supports this training by offering courses to complete a welding basic certificate, pipefitter/plumber/steamfitter, and machinist certificates and associate's degrees. Brazosport College instructors serve on the CTE Advisory team and offer expertise and contacts with area businesses. They host an American Welding Society assessment day for students taking welding exams. The partnership with Brazosport College and industry partners like BASF and Dow Chemical Corporation have supported the district in this focus on STEM careers. Additional contacts with Chem Fabrication, Ransower, and Angleton Sheet Metal have started conversations about learning experiences for practicum students and possible internships. The work in this grant request will better prepare students for these opportunities.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 020902

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Due to the location of Angleton ISD in the heart of Brazoria County and surrounded by industrial corporations like Dow Chemical, BASF, Chem Fabrication, Freeport Welding, and many other construction and manufacturing companies, the welding and manufacturing courses offered will be job training for many students. The use of cutting edge technology for plasma torch and pipe welding will provide the opportunity to gain certification and experiences currently used in the manufacturing industry. Students will participate in manufacturing plant tours, practicum, and on-the-job training experiences to better prepare them for the workforce.

The program of study for welding students will allow them to enter the workforce upon graduation, or to accumulate "stackable" credentials and additional certifications, or to obtain an associate's degree or specialized technical degrees.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 020902

Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Welding	9 th	10 th	11 th	12 th	Fall : Brazsoport College
Zero Hour		PSYC 1300 (BC) Learning Frameworks SPCH 1315 (BC) Fundamentals of Speech			
1 st	English I	Engll	English III	ENGL1301 ENGL1302 (BC)	
2 nd	AlgI	Geo	AlgII	Math 1314 (BC) College Algebra Math 1342 (BC) Statistics	WLDG 2451 (BC) Advanced Gas Tungsten Arc Welding
3 rd	Biology I	Chemistry I	Physics I	AP Bio, Chem, or Physics	PFPB 1380 (BC) Cooperative Education I
4 th	World Geography	World History	U.S. History	Government Economics	
5 th	PE	Fine Arts	WLDG 2443 (BC) Advanced Welding	(BC) Fall: DFTG 1305 Technical Drafting (BC) Spring: PFPB 1305 (and +PFPB Cert) Basic Blueprint Reading for Pipefitters	
6 th	Spanish I	Spanish II	OR WLDG 2406 (BC) &WLDG 2451	Fall: PFPB2307 (and +PFPB Cert) Pipe Fabrication & Installation I Spring: OSHA 1405	
7 th	ATC Principles of Manufacturing For CNB 1301 (BC) (and +PFPB Cert)	(BC) +Welding ATC For WLDG 1428 OR WLDG 1428 Intro to SMAW & WLDG 1421 Welding Fundamentals	(BC) WLDG 2406 Intermediate Pipe Welding WLDG 2447 or WLDG 2451 Advanced GMAW or Adv GTAW	(BC) Fall: *PFPB 1308 Basic Pipefitting Skills Spring: PFPB 2308 (and +PFPB Cert) Piping Standards & Materials	

******(BC) Courses taken as dual or concurrent credit from Brazsoport College—Students can earn Welding Basic Certificates, Pipefitting Basic Certificate, and/or an Associate's Degree

*******All core high school courses, plus Spanish and Art have the opportunity to obtain PreAP or AP credit.

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Brazosport College-higher education partner for continuing certifications and associate's degree and host for American Welding Society's welding assessment day and Angleton High School CTE Advisory Member

Chem Fabrication, L.L.C. and Ramsower will provide learning experiences for practicum students and tours for new welding students. Several other local manufacturing plants are being contacted for additional locations for practicum students and other learning opportunities, but have not been confirmed yet.

Lincoln Electric will provide professional development for the welding teachers for the plasma cutting system.

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Lincoln Electric will provide instruction for the welding teachers and will assist by providing recommendations for student instruction.

Chem Fabrication will make curriculum recommendations and will work with the CTE director to design industry experiences for students.

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 020902

Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Following the grant, the CTE budget will be used for maintenance, materials and parts for the plasma cam, continued professional development, and to explore new software and certifications necessary to produce job training for students graduating from Angleton High School. Welding teachers will continue to provide opportunities for students to gain multiple welding certifications. The district will continue to offer articulated and concurrent courses with Brazosport College for students to complete coursework for an associate's degree within a year of high school graduation.

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 020902

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By TEA staff person:

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

Click and type here to enter response.

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 020902

Amendment # (for amendments only):

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TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.
Applicants applying for Focus Area 4 must address this question.

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 020902

Amendment number (for amendments only):

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No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 020902

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B18	Coordinate with community centers/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID:

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F03	Provide captioned video material	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J02	Ensure all physical structures are accessible	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K10	Coordinate with health and social services agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
	Other barrier			
	Other strategy			
	Other barrier			
	Other strategy			
	Other barrier			
	Other strategy			
	Other barrier			
	Other strategy			
	Other barrier			
	Other strategy			
	Other barrier			
	Other strategy			
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